

2017-18

## Early Music

Degree structure

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Course descriptions

### **Bachelor of Music (180 ECTS)**

#### **Early Music as a main subject, minimum 90 ECTS**

Main instrument

Other possible instrument studies

Ensemble playing or chamber music

Demonstration of proficiency (includes maturity essay) 10 ECTS

#### **Secondary studies, minimum 40 ECTS**

Music theory and solfège, minimum 24 ECTS

Music history, minimum 9 ECTS

Pedagogical studies

Study Planning

#### **Language studies 8 ECTS**

Second domestic language

Foreign language

OR

(for students who have obtained their general education in a language other than Finnish or Swedish or outside of Finland)

min. 4 ECTS

Finnish or Swedish

#### **Optional studies, minimum 10 ECTS**

### **Master of Music (150 ECTS)**

#### **Major subject studies, minimum 100 ECT**

Instrument studies

Ensemble playing or chamber music

Theoretical studies and research and writing skills, minimum 9 ECTS

Demonstration of proficiency (includes maturity essay) 20 ECTS

#### **Optional studies, minimum 30 ECTS**

*If a student is studying in the 2.5 year master's programme without a Sibelius Academy bachelor's degree, the major studies must include a course in study planning.*

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## MAJOR SUBJECT, DEMONSTRATION OF PROFICIENCY

### **3ck- Instrument (Bachelor of Music) (26 + 26 + 22 ECTS, in total 74 ECTS)**

- 3ck-1 Harpsichord
- 3ck-2 Viola da Gamba
- 3ck-3 Recorder
- 3ck-4 Lute
- 3ck-5 Traverso
- 3ck-6 Baroque Oboe
- 3ck-7 Baroque Trumpet
- 3ck-8 Baroque Violin
- 3ck-10 Baroque Cello

#### **Learning Outcomes**

A student that has completed the module

- is thoroughly familiar with the characteristics of different playing techniques and means of expression as well as a wide range of styles and forms of different eras
- has reached the capacity to study one's main instrument at Level A

#### **Grading Scale**

a/i

#### **Prerequisites**

Main instrument at Level C or equivalent skills

#### **Instruction and study**

- Individual instruction for a 56 hours for no more than three academic years
- Instruction in small groups at discretion
- Accompaniment max 47 hrs (excl. harpsichord)

### **3cm- Instrument (Master of Music) (20 + 20 + 8 ECTS, in total 48 ECTS)**

- 3cm-1 Harpsichord
- 3cm-2 Viola da Gamba
- 3cm-3 Recorder
- 3cm-4 Lute
- 3cm-5 Traverso
- 3cm-6 Baroque Oboe
- 3cm-7 Baroque Trumpet
- 3cm-8 Baroque Violin
- 3cm-10 Baroque Cello

#### **Learning Outcomes**

A student that has completed the module

- masters the knowledge of style and playing technique required by the demanding concert repertoire
- is very familiar with their own instrument's repertoire as well as the main literature on the instrument
- has achieved the capacity to independently develop their own playing skills as well as skills for further education

**Grading Scale**

a/i

**Prerequisites**

Main instrument at Level B or equivalent skills

**Instruction and study**

- Individual instruction for a 56 hours for no more than two and a half academic years (maximum of 28 hours per semester)
- Instruction in small groups at discretion
- Accompaniment max 53 hrs (excl. harpsichord)

## **3eck Instrument (Bachelor of Music, exchange students) (3-24 ECTS)**

**Learning Outcomes**

A student that has completed the module

- is thoroughly familiar with the characteristics of different playing techniques and means of expression as well as a wide range of styles and forms of different eras
- has reached the capacity to study one's main instrument at Level A

**Grading Scale**

a/i

**Prerequisites**

Main instrument at Level C or equivalent skills

**Instruction and study**

Individual instruction

Instruction in small groups at discretion

A maximum of 7 hours of accompaniment per semester (excl. harpsichord)

## **3ecm Instrument (Master of Music, exchange students) (3,5 - 28 ECTS)**

**Learning Outcomes**

A student that has completed the module

- masters the knowledge of style and playing technique required by the demanding concert repertoire
- is very familiar with their own instrument's repertoire as well as the main literature on the instrument
- has achieved the capacity to independently develop their own playing skills as well as skills for further education

**Grading Scale**

a/i

**Prerequisites**

Main instrument at Level B or equivalent skills

**Instruction and study**

Individual instruction

Instruction in small groups at discretion

A maximum of 7 hours of accompaniment per semester (excl. harpsichord)

## **o3ck Demonstration of Proficiency, classical instrument (Bachelor of Music) (10 ECTS)**

### **Content**

For the Demonstration of Proficiency, students will demonstrate a command of the major subject and that they have achieved the learning outcomes of their major subject.

Attainments included in the demonstration of proficiency:

- An artistic Level B performance examination including related repertoire and other requirements
- A maturity essay in writing:
- Writing an essay (4 standard pages) related to the field of study on a general examination day or the equivalent.
  - With the maturity essay, students will demonstrate that they have met the objectives set for the degree, courses, and Demonstration of Proficiency, as well as the language skills outlined in Section 6 of the Government Decree on University Degrees (794/2004).

### **Assessment**

The artistic performance examination is assessed by a jury appointed by the head of department on a scale of Pass/Fail.

The essay is evaluated by the teacher of the main instrument or another teacher appointed by the head of department on a scale of Pass/Fail. The head of department gives the certificate of completion of the demonstration of proficiency.

## **o3cm Demonstration of Proficiency, classical instrument (Master of Music) (20 ECTS)**

### **Content**

With the Demonstration of Proficiency, students demonstrate a command of the major subject and that they have achieved the learning outcomes of their major subject.

Attainments included in the demonstration of proficiency:

- An artistic Level A performance examination, including related repertoire and other requirements.
- A maturity essay in writing:
  - The text for the programme leaflet (min 1 A4 page) must include background information about the works to be played. The text can also include a brief review of cultural history. It must be submitted for assessment in connection with the enrolment for the performance examination. If the student completes the performance examination in two parts, he or she must submit the texts for both concerts in connection with the enrolment for the first performance examination.
  - With the maturity essay, students demonstrate that they have met the objectives set for the degree, courses, and Demonstration of Proficiency, as well as the language skills outlined in section 6 of the Government Decree on University Degrees (794/2004). A student does not have to demonstrate skills in Finnish or in Swedish in the maturity essay for a master's degree if he or she has already demonstrated his or her language skills in a maturity essay in the same language for the bachelor's degree.

### **Prerequisites**

Other studies included in the individual study plan.

### **Assessment**

The artistic performance examination is assessed by a jury appointed by the head of department on a scale of 0–5 or Pass/Fail. The essay is evaluated by the teacher of the main instrument, the chair of the performance examination jury, or some other teacher appointed by the head of department on a scale of Pass/Fail. The head of department gives the certificate of completion of the demonstration of proficiency.

### **3c3- Secondary Instrument 1 (10 ECTS)**

When the main instrument is

- a) harpsichord or lute, a melodic instrument is recommended
- b) a melodic instrument, a harmonic instrument is recommended

#### **Learning Outcomes**

A student that has completed the module

- is familiar with the basic technique and means of expression of a melodic instrument (a)
- is familiar with the basic technique of a harmonic instrument (b)
- has achieved the ability to use practical accompaniment skills as well as being familiar with the main characteristics of basso continuo (b)

#### **Grading Scale**

a/i

#### **Prerequisites**

No previous studies necessary

#### **Instruction and study**

Individual instruction up to 28 hours (7 hours per semester)

#### **Performances**

Performance consists of 3 pieces

### **3c4- Secondary Instrument 2 (10 ECTS)**

When the main instrument is

- a) harpsichord > organ as a side instrument
- b) a melodic instrument > another melodic instrument as a side instrument

#### **Learning Outcomes**

A student that has completed the module

- is familiar with the instrument's technique and means of expression
- has achieved the ability to play continuo (a)
- is familiar with the instrument's history and the repertoire composed for it

#### **Grading Scale**

a/i

#### **Prerequisites**

No previous studies necessary

#### **Instruction and study**

Individual instruction up to 28 hours (7 hours per semester)

#### **Performances**

Performance consists of 3 pieces

## VOCAL

### **3ca71 Introduction to Baroque Vocal Music (1–4 ECTS)**

#### **Learning outcomes**

Students will:

- become familiar with the key styles of vocal music from the Baroque period

- become familiar with the characteristics of performance practices in different styles
- become familiar with the text-based working methods of Baroque music
- acquire the skills necessary for working with a Baroque ensemble
- qualify for further study

**Recommended year of completion** B3-M2

**Assessment**

Pass/Fail

**Preceding courses**

Vocalists: Vocal Music Level C or an equivalent course arranged by the Sibelius Academy

Passive participation (lectures): no prerequisites

**Instruction and study**

Instruction in a group of a minimum of five students: a maximum of 28 hours (the number of active participants is limited)

Work in ensembles of 2–5 students and public performance with ensemble (1-3 ECTS)

A learning diary or a summary (1 ECTS)

Course credits typically 1-3 ECTS

**Performances**

Course completion requires active participation in instruction (1-2 ECTS credits). The contents of this course may vary as agreed upon with the teacher.

Learning outcomes a – e:

1. Public performance in the final concerts
2. A learning diary or a summary

The course is evaluated by the teacher.

## **3c10 Baroque Vocal Studio (3–8 ECTS)**

**Learning outcomes**

Students will:

- become familiar with one Baroque vocal style and its key performance practices
- demonstrate knowledge and understanding of the key sources of the chosen style
- be able to work independently with a Baroque ensemble
- qualify for further study in Baroque voice

**Recommended year of completion**

M1-2

**Assessment**

Assessed by the teacher and one colleague on a scale of pass/fail.

**Prerequisites**

Students who wish to attend actively must have completed the Introduction to Baroque Vocal Music (3 ECTS credits) at Sibelius Academy or have equivalent skills. A proficiency test will be arranged to verify the skills if necessary, or the applicant's previous studies will be checked.

**Instruction and study**

Group instruction in a minimum of 5 students, max 28 hours (the number of active participants is limited)

(1 ECTS)

Work in ensembles of 2–6 students and public performance with ensemble (2–5 ECTS)

A written work (1–2 ECTS)

Course credits typically 3-6 ECTS

### **Performances**

Course completion requires active participation in instruction (1 ECTS credit).

Learning outcomes a – c:

1. A programme which consists of compositions in the chosen style performed in the final concert
2. A written work that demonstrates the student's knowledge of the field; for example an extensive text for a programme leaflet

The course is evaluated by the teacher and a colleague.

## **CHAMBER MUSIC AND ENSEMBLE PLAYING**

### **3ca14c Ensemble Playing, level C (10 ECTS)**

#### **Learning Outcomes**

A student that has completed the module

- is familiar with different styles and forms of ensemble playing as well as different orchestras
- is able to play conventional prima vista parts
- has achieved the skills to study at the Ensemble B Level

#### **Grading Scale**

a/i

#### **Instruction and study**

Guided playing in the student's ensembles up to 28 hours

#### **Performances**

I Class attendance

II Familiarity with the repertoire and a public performance every academic year.

III A performance examination on a melody instrument in connection with an examination of the major subject (see the level C, B, and A descriptions of the instrument in question)

IV A performance examination on the lute:

C: two continuo works

on the baroque lute or ensemble works

on the renaissance lute

V A performance examination on the viola da gamba:

C: 2-3 pieces, including both the monophonic playing of a part and continuo

### **3ca14b Ensemble Playing, level B (10 ECTS, 5 ECTS/academic year)**

#### **Learning Outcomes**

A student that has completed the module

- is very familiar with different styles and forms of ensemble playing as well as different orchestras (including vocals)
- is able to play even the more demanding prima vista parts
- has achieved the skills to study at the Ensemble A Level

### **Grading Scale**

a/i

### **Prerequisites**

Ensemble playing at Level C or equivalent skills

### **Instruction and study**

Guided playing in the student's ensembles up to 56 hours

### **Performances**

I Class attendance

II Familiarity with the repertoire and a public performance every academic year.

III A performance examination on a melody instrument in connection with an examination of the major subject (see the level C, B, and A descriptions of the instrument in question)

IV A performance examination on the lute:

B: 2-3 pieces representing different styles

with a lute continuo or partly

ensemble exercises on a renaissance lute (accompaniment from a score)

V A performance examination on the viola da gamba:

B: An ensemble work for two or more gambas (or

other instruments), a two-part French continuo work as well as a composed chamber music work

## **3ca14a Ensemble Playing, level A (10 ECTS, [3+3+4 ECTS])**

### **Learning Outcomes**

A student that has completed the module

– masters the different styles and roles of ensemble playing even in the more demanding settings

– is able to complete prima vista tasks effortlessly

– has achieved the skills for planning and implementing a concert programme as well as guiding and conducting an ensemble

### **Grading Scale**

a/i

### **Prerequisites**

Ensemble playing at Level B or equivalent skills

### **Instruction and study**

Guided playing in the student's ensembles up to 56 hours

### **Performances**

I Class attendance

II Familiarity with the repertoire and a public performance every academic year.

III A performance examination on a melody instrument in connection with an examination of the major subject (see the level A description of the instrument in question)

IV A performance examination on the lute:

A: 3-4 baroque continuo works representing different styles

or partly,

for example, broken consort playing

on the renaissance lute

V A performance examination on the viola da gamba:

A: 1–2 broken consort parts in an ensemble, an improvised variation and a demanding French suite or German sonata

## **3ca14cc Continuo Playing, level C (10 ECTS) (harpsichordists)**

### **Learning outcomes**

Students will:

- become familiar with the basics and key styles of the Baroque basso continuo
- learn to play from figured bass and to adapt the existing figures to a useful form
- qualify for Level B continuo studies.

### **Assessment**

Evaluation by jury on a scale of pass/fail

### **Instruction and study**

If necessary: individual instruction for a maximum of 14 hours

Guided playing in the student's ensembles up to 30 hours

### **Performances**

I Class attendance

II Familiarity with the repertoire and a public performance every academic year.

III Programme performance: 3 works representing different styles

## **3ca14bc Continuo Playing, level B (10 ECTS, in total 10 ECTS) (harpsichordists)**

### **Learning outcomes**

A student that has completed the module

- is well-versed in different styles and forms of continuo, including recitatives, orchestral playing, improvisation and the continuo organ
- is familiar with using numbering by themselves as well as playing numbered prima vista parts
- has reached the capacity to study continuo playing at Level A

### **Grading Scale**

a/i

### **Prerequisites**

Continuo playing at Level C or equivalent skills

### **Instruction and study**

If necessary: individual instruction for a maximum of 14 hours

Guided playing in the student's ensembles up to 56 hours

### **Performances**

I Class attendance

II Familiarity with the repertoire and a public performance every academic year.

III Programme performance: 4 works representing different styles, at least one vocal music piece

## **3ca14ac Continuo Playing, level A (10 ECTS, 5 ECTS/academic year) (harpsichordists).**

### **Learning Outcomes**

A student that has completed the module

- masters the different styles and roles of continuo playing even with the most demanding tasks included
- is capable of completing prima vista tasks effortlessly

– has achieved the capability of planning and implementing a concert programme

**Grading Scale**

a/i

**Prerequisites**

Continuo playing at Level B or equivalent skills

**Instruction and study**

If necessary: individual instruction for a maximum of 14 hours

Guided playing in the student's ensembles up to 56 hours

**Performances**

I Class attendance

II Familiarity with the repertoire and a public performance every academic year.

III Programme performance: A concert compiled by the student in which he or she performs with groups.

The concert is to last 60 minutes and does not include an intermission.

## THEORETICAL STUDIES AND RESEARCH AND WRITING SKILLS

### **3c7 Early Music Seminar (4-10 ECTS)**

**Learning Outcomes**

A student that has completed the module

- is familiar with the practical side of seminar tasks
- knows the basics of writing a research paper with regard to a brief study
- is familiar with the basics of research
- is able to identify the special characteristics of research tradition with regard to performance of early music

**Grading Scale**

a / i

**Prerequisites**

Introduction to the Performance of Early Music

**Recommended year of completion** M1-2

**Instruction and study**

Seminar work in groups of at least six students up to 56 hours

Writing tasks (1–2 ECTS)

Summary (0,5 ECTS)

Written work (5 ECTS)

Serving as an opponent for a peer's seminar work (0,5 ECTS)

Course credits typically 4–8 ECTS

The next seminar will be held 2017–2018

**Performances**

Active participation and completion of the assignments

Learning outcomes a – d:

1. Summary of an article agreed upon with the teacher
2. Written work and presentation in the seminar (4 ECTS credits)

3. Serving as an opponent for a peer's seminar work (0.5 ECTS credits)  
The course is evaluated by the teacher.

## SECONDARY STUDIES

*(see also the main index title “Music theory, solfège, western art music history and research and writing skills” (Department of Classical Music)*

### **y38 Study Planning (2 ECTS)**

#### **Learning outcomes**

Students:

- are capable of beginning their studies smoothly
- acquire sufficient information about the functions of the university
- learn how to plan and write an individual study plan (HOPS), and update it if necessary
- know the structure of their degree, course, and study modules included in it, and how major subject studies should proceed
- familiarize themselves with the study of their major subject at Sibelius Academy

#### **Assessment**

Pass/Fail

Department of Classical Music:

#### **Instruction and study**

The student

- actively participates in the introduction period’s programme organized by the university and their department
- participates in the group meetings for new students organized by their department (4 x 2 hours) in the autumn of the first year
- participates in the discussion on the individual study plan organized in the spring of the first academic year and enrolls for the studies of the next academic year in weboodi

#### **Methods**

The student

- compiles a learning diary in which they record their participation in the introduction period as well as the group meetings organized for new students
- gives feedback on teaching

#### **Performance and assessments**

The student participates in the events mentioned in the sections Instruction and study as well as Methods and returns their learning diary to the tutoring teacher. The pass/fail grade is given by the tutoring teacher.

#### **Literature**

The teaching syllabus, the guidelines for new students, weboodi and the Sibelius Academy’s web site.

## **3v38 Introduction to the Music of the Middle Ages and the Renaissance (2 ETCS)**

### **Learning outcomes**

This study module familiarises the students with the earlier style periods and composition types of Western music. The focus is on the polyphonic music of the Renaissance. Instead of looking for historical and biographical details, the students will try to understand the structures and historic progressions of music from a wider theoretical and cultural perspective. The objective of this study module is to prepare the student for independent repertoire work and to introduce new approaches to the performance of Baroque music.

### **Assessment**

The seminar instructor evaluates: pass/fail

### **Instruction and study**

Lectures and guided practice: 28 hours

### **Performances**

Participation in the lectures and rehearsals, final examination

## **3c8 History of Early Music (1–3 ECTS)**

### **Learning outcomes**

Students will:

- demonstrate knowledge and understanding of one of the early periods of Western music (the Middle Ages, the Renaissance, or the Baroque)
- demonstrate knowledge and understanding of the key repertoires, sources, and literature of their chosen period.

### **Recommended year of completion K3-M2**

### **Assessment**

The seminar instructor evaluates: pass/fail

### **Instruction and study**

Individual work upon sources and literature a maximum of 81 hours

### **Performances**

Learning outcomes a – b:

An essay or exam on literature agreed upon with the teacher

The course is evaluated by the teacher

## **mt1v Music Theory 1 (Early Music) (5 ECTS)**

*(see the main index title “Music theory, solfège, western art music history and research and writing skills” (Department of Classical Music))*

## **mt2v Music Theory 2 (Early Music) (5 ECTS)**

*(see also the main index title “Music theory, solfège, western art music history and research and writing skills” (Department of Classical Music))*

## **PEDAGOGIIKKA**

### **2ip11 Introduction to Pedagogy (1 ECTS)**

#### **Objectives**

Students acquire:

- fundamental knowledge of teaching, sectors of teaching and related working methods
- the ability to analyse teaching situations
- an understanding of teaching interactions

**Recommended year of completion:** First year, spring semester

**Evaluation:** pass/fail

#### **Teaching methods**

- a maximum of 10 hours of lectures

#### **Working methods**

- lecture attendance
- observation of teaching (a maximum of 10 hours)
- individual work (7 hours)

#### **Requirements and evaluation methods**

- lecture attendance or make-up assignments
- observation of teaching and reports

### **3ca15- Pedagogy 1 / Early Music (10 ECTS)**

**Baroque Oboe Pedagogy**

**Harpsichord Pedagogy**

**Recorder Pedagogy**

**Lute Pedagogy**

**Traverso Pedagogy**

**Gamba Pedagogy**

**Baroque Violin Pedagogy**

**Baroque Cello Pedagogy**

**Baroque Trumpet Pedagogy**

#### **Learning Outcomes**

After completing the module, the student

- has acquired the basic pedagogical skills and knowledge
- masters the basic techniques of their instrument and teaching them to others
- is familiar with the essential introductory and basic level teaching methods and materials
- is able of setting student-centred teaching objectives and plan teaching according to them
- is able to apply the principles of ergonomics of playing in their teaching in a creative and student-centred way

- is able to instruct the student's training process and is also able to support the development of the student's artistic expression
- is able to assess the student's progress and provide them with constructive feedback as well as coach and assess the performance levels of the students in a constructive manner
- is familiar with the psychology of learning as well as the key features of child and adolescent development
- is able to work together with the student in a flexible manner

**Grading Scale:** a/i

The teacher evaluates the practice lessons on a scale of pass/fail. Two colleagues evaluate the demonstration lesson on a scale of pass/fail.

**Prerequisites:** 2ip11 Introduction to Pedagogy

**Instructions and study**

Lectures and demonstrations up to 28 hrs

Group work 16 hrs

Teacher training up to 30 hrs, with 15 hrs supervised

Observation of teaching and assessment 15 hrs

**Performances**

I Revision test

II Participation in group work

III Observation of teaching sessions

IV Teaching practice lessons

V Teaching demonstration, 30 minutes

## **3ca16- Pedagogy 2 / Early Music (10 ECTS)**

**Baroque Oboe Pedagogy**

**Harpsichord Pedagogy**

**Recorder Pedagogy**

**Lute Pedagogy**

**Traverso Pedagogy**

**Gamba Pedagogy**

**Baroque Violin Pedagogy**

**Baroque Cello Pedagogy**

**Baroque Trumpet Pedagogy**

**Learning Outcomes**

After completing the module, the student

- is able to apply subject didactic know-how into practice while acting as a pedagogue and is able to support and guide students of different ages individually as well as in a group setting
- is able to interact naturally with students from all levels, ages and backgrounds (including mature students) and is capable of teaching students with professional as well as amateur purposes
- is able to plan and carry out teaching as well as assess the student's progress
- is familiar with the special didactic characteristics in music that has been composed and adapted for their own instrument and is able to apply teaching materials in a critical manner

- is familiar with the ergonomics of playing and is able to support the student's ability of expression, creativity as well as the development of their readiness to perform
- is familiar with the teaching work of a music institute teacher and is able to plan, train and assess the students' level of performance examinations at the C/B as well as the music institute levels
- is able to comprehend the educational system in their own specialist field and its needs as well as being able to take part into the curriculum planning and other developmental activities in their own field
- is able to examine and present their own artistic field and its pedagogical activities
- has formed a multi-sided view of teacherhood and is able to reflect on their own actions as well as develop skills to help to evolve as a teacher throughout one's professional career

**Grading Scale:** a/i

The teacher evaluates the practice lessons on a scale of pass/fail. Two colleagues evaluate the demonstration lesson on a scale of pass/fail.

**Prerequisites:** 2ip11 Introduction to Pedagogy and at least skill level C in their own instrument

**Instructions and study**

Lectures and demonstrations up to 28 hrs

Group work 16 hrs

Observation of teaching and assessment 15 hrs

Teacher training up to 30 hrs, with 15 hrs supervised

**Performances**

I Revision test

II Participation in group work

III Observation of teaching and assessment

IV Teaching practice lessons

V Teaching demonstration, 30-45 minutes

## OTHER STUDIES

### **3v16 Baroque Orchestra (1-3 ECTS)**

**Learning outcomes**

Students will:

- demonstrate knowledge and understanding of the working methods of a Baroque orchestra
- acquire the basic skills necessary for Baroque orchestra work
- demonstrate knowledge and understanding of orchestral music from the Baroque period

**Assessment**

pass/fail

**Prerequisites**

Instruction in playing a baroque instrument or equivalent skills

**Instruction and study**

Participation in the orchestra

**Performances**

## **3c5 Knowledge of Baroque Instrument (1-3 ECTS)**

Recommended to students majoring in Baroque Instruments

### **Learning Outcomes**

A student that has completed the module

- is familiar with their own instrument's history
- is familiar with their own instrument's literature
- is familiar with the current principles of instrument making
- is familiar with the principles of maintenance

### **Grading Scale**

a/i

### **Prerequisites**

No previous studies necessary

### **Instruction and study**

Lectures and supervised training up to 28 hours

### **Performances**

Participation in the lectures and rehearsals, a review test, or a literature examination.

## **3ca3c Harpsichord Structure and History (1-6 ECTS)**

The course is intended for students of harpsichord or Baroque instruments as well as other interested parties.

### **Learning Outcomes**

A student that has completed the module

- is familiar with the structure and history of the harpsichord as well as theory and practice of musical tuning
- masters the tuning systems required by different musical styles
- is able to perform the basic maintenance tasks

### **Grading Scale**

a/i

### **Teaching and working methods**

Lectures and instructed practice (a maximum of 56 hours)

### **Requirements**

Lecture and practice attendance, review test or corresponding examination based on literature

## **3c6 Introduction to the Aesthetics of Early Music (1-4 ECTS)**

Recommended to students majoring and minoring in Early Music as well as to all other students interested in Historically Informed Performance.

### **Learning outcomes**

A student that has completed the course

- has become familiar with the principles of seminar work
- is familiar with the main areas of the history of early music performance
- is familiar with the main sectors and concepts of early music performance
- has become familiar with the main original sources of their instrument
- recognizes their place within the field of Historically Informed Performance (HIP)

### **Grading Scale**

Pass/Fail

**Recommended year of completion** B3–M2

**Introduction and study**

Lectures, music listening, group work in a group of a minimum of eight students: a maximum of 24 hours (1 ECTS)

Familiarity with the sources and literature; an essay based on the sources and literature: a maximum of 84 t (1–3 ECTS)

**Performances**

Active participation and completion of the assignments

Learning outcomes:

Reflection papers on topics agreed upon with the teacher

The course is evaluated by the teacher

## **3cv4 Baroque Ensemble (1-3 ECTS)**

Recommended to students majoring and minoring in Early Music.

**Learning Outcomes**

A student that has completed the module

- masters the stylistic characteristics of the Baroque music

- is able to work in different sized ensembles comprised from different instruments (including vocals)

- is aware of the different roles of the ensemble members

**Grading Scale**

a/i

**Prerequisites**

No previous studies necessary

**Instruction and study**

Rehearsals 27-80 hours of which max 28 hours guided

**Performances**

Participation in instruction

Performance

## **3cv5 The Renaissance Ensemble (1-3 ECTS)**

Recommended to students majoring and minoring in Early Music.

**Learning Outcomes**

A student that has completed the module

- masters the stylistic characteristics of Renaissance music

- is able to work in different sized ensembles comprised from different instruments (including vocals)

- is aware of the different roles of the ensemble members

**Grading Scale**

a/i

**Prerequisites**

No previous studies necessary

**Instruction and study**

Rehearsals 27-80 hours of which max 28 hours guided

**Performances**

Participation in instruction

Performance